HU 101H: Introduction to College Composition and Communication

Time: MWF 1:05--1:55 & 2:05--2:55
Class: 37-G11 W

Instructor: Cuiwu Ma
Office: Walker 313
Office Hours: MWF 12:00--1:00 or by appt.
Phone: 487-3230
E-Mail: cma@mtu.edu

Textbook:
Gail E. Hawisher and Cynthia L. Selfe. Literacy, Technology and Society

Course Description:
This is primarily a writing course. The general goals of the first-year English course are spelled out on page 8 of the Guide to Succeeding in First-year English (1999-2000). In HU101H we focus on critical reading and writing skills which involve your awareness of other people's viewpoints and your ability of analyzing the sources you find in your research.

The theme of this course is high technology and our everyday life. As you all know that high tech, especially computers have been changing human life and society at an exponential speed. Social relationships, education fields, ethics, law making, and government decision are all experiencing innovation. Gender disparity involved in computers and other high-technologies is attracting more and more attention from our society. In this course, we are going to provide you some critical articles in high-tech related field, some may be in conflict with each other.

In this course, you are going to learn how to write different kinds of papers from various perspectives. To make your writing attractive and effectively influence your readers, you have to think about to whom you write, what you want to write, and how to write. In order to do so, you need to read some papers and books, think about some interesting topics, learn some writing skills, study composition theories, and most important, you need to write, write, and write again. Your writing abilities will surely be greatly improved by writing a lot.

Course Work:
You have to finish all the course assignments, attend the class, and get involved in discussion in class. A portion of your course work includes reading Responses, in which you will respond to each of the assigned readings. These responses (approx. 250 words) should not be summaries of the readings. They should generate topics, questions for the class discussion and help you think of your papers. In addition to the reading responses, you will write two short papers (two-three pages each) and a sequence of three papers (see Paper Assignments sheet). You are responsible for collecting ALL your work for the final portfolio. Your sequence papers should be supported by at least 8 sources (only two of them can be on-line sources)

Course Policies:
All course assignments should be done at or before the due dates. No copying from other sources, including papers, previous students assignments or books is allowed. (Read Part ten in Guide book)

Special Information:
ADA: MTU complies with all Federal and State statutes regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and are in need of a reasonable accommodation for equal access to education, please call Dr. Gloria Melton, Associate Dean of students at 487-2212. For other concerns about discrimination, you may contact your advisor, department chair or the Affirmative Action Office at 487-3310.

Writing Center: The writing center is located in Walker 107. It provides free services to all students of all writing abilities. No matter how good a writer you are, you can benefit from getting feedback from experienced readers.

Grading Criteria:
Class attendance --- 15%
Group and class discussion --- 10%
Paper Presentation --- 15%
Peer response --- 5%
Short paper 1---10%
Short paper 2---10%
Sequence papers---35%

Course Schedule:

Sept. 8  Introduction
Sept. 10  Weinberg (pp.68-75)
Sept. 13  Gergen (pp. 12-36)
Sept. 15  Apple (pp. 160-178)
Sept. 17  Gelernter (pp179) Short paper 1 due
Sept. 20  Jessup (pp199-211)
Sept. 22  Peer Response   Sequence paper 1 due
Sept. 24  Library Day

Sept.27—Oct. 1  Classes cancelled for individual student conferences
Oct. 4   pp215
Oct. 6   Wiener (pp270)
Oct. 8   Homecoming Day
Oct. 11  Kapor (pp 307)
Oct. 13  Peer Response Sequence paper 2 due
Oct. 15  Gerver (pp361)
Oct. 18  pp 424
Oct. 20  pp 488
Oct. 22  Peer Response   Sequence paper 3, draft 1 due
Oct. 25-29 Classes cancelled for individual student conferences
Nov. 1   Paper Presentation
Nov. 3   Paper Presentation
Nov. 5   Paper Presentation Short paper 2 due
Nov. 8   pp540
Nov. 10  Workshop First-Year English Guide
Nov. 12  Workshop

Final version of sequence paper 3 due Monday, Nov.15 at 5 pm

Note: I reserve the right to revise the syllabus and/or course schedule to better serve the needs of the class and the course.
Paper Assignments for HU 101H, Fall 99

Short paper 1 (2-3 pages, Due: Sept. 17)
Interview a MTU student and ask him/her how technology is used in his/her high school. Think of the questions:
Who pays for computer technology or other technology in schools and who benefits from it? Who does not benefit? Why?
How do men and women use computers differently? How do their desires for computer environments differ? What’s good about these differences? What’s bad about them? Think about these questions and reflect on your own experience.

Short paper 2 (2-3 pages, Due: Nov. 5)
Collect three images involving technology and our daily life. Write an image analysis. In Appendix A of our textbook, you will find a list of questions that will help you read and understand your images in a new way. Read these questions before writing this paper. Please hand in your paper together with the three images (you can give me photocopies of the images)

Sequence Papers

Paper 1---Project Proposal (2-3 pages, Due: Sept. 22)
Your first writing project is to propose an issue you would like to explore for the rest of the quarter and to explain why it is an appropriate issue to consider deliberately. Be sure that it is an issue that matters to you and to others in your community, that it is an issue that there is genuine disagreement over, that it is an issue for which you can find credible written sources and other kinds of sources of information, and that it is an issue that you are unsure about and want to learn more about (one that you are willing to change your mind about).

Paper 2---Perspectives Analysis (5-6 pages, Due: Oct. 13)
The purpose of this writing is to help you think through the multiple perspectives people have on the issue you have chosen, and especially to think through why people have so many different perspectives, how people with different cultural backgrounds think and view things differently and how their cultural backgrounds affect their decision making. In addition to assigned course readings, you will need to find and analyze at least two articles that offer perspectives on your issue that arise out of interests and concerns and experiences different from yours. In addition, you may wish to use other kinds of sources of information, such as interviews, movies or surveys.

Paper 3--Deliberative Course Project (8-10 pages, Draft 1 due: Oct.22, Draft 2 due: Nov. 15)
In the final course project, you will construct your own position on the issue you have chosen. The position you recommend should take account of all the perspectives on the issue you find to be reasonable; it should attempt to offer new ways to resolve some of the disagreements rather than just choosing one side and refuting the other. And your position should be one you really believe in, one that you believe will have beneficial effects for all the diverse people involved in the issue and for the community as a whole.